

**PSY 856**  
**Socioemotional Development**  
**Tuesdays 4 – 6 pm**  
**Fall 2010**  
**Humphrey 326**  
**Dr. Tom Hollenstein**  
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### **Overview of course**

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by this reciprocal relationship between emotional and social processes. For example, infants are born equipped to express emotions that influence caregiver behaviour, while at the same time caregivers train children to regulate and selectively express emotions. This process continues and becomes more elaborate across expanding social contexts over the course of development.

This course might more aptly be called “Emotional Development in the Social Context”. It is roughly chronological and will focus on the major constructs of temperament, attachment, and emotion regulation as the mechanisms of social competence and relationships. We will conclude with discussions pertaining to cross-cultural issues and the understanding of socioemotional behaviour from life-span development and evolutionary perspectives.

### **Course Requirements**

**Readings.** All material for the course can be found on the WebCT site for PSYC856 (<https://webct.queensu.ca:8081/webct/public/home.pl>). Everyone is expected to read all of the assigned readings before class and be prepared to discuss each in detail. A lack of preparation will be duly noted and factor into the participation portion of your grade.

**Participation.** All students are expected to attend every class and contribute to the discussion. If for any reason you are unable to attend class you must notify me via email or phone before class. In general, you will not be graded on the content of your questions/comments during discussion but on your effort. That is to say, there are no dumb questions. However, as much as you should focus on contributing to the discussions, please be wary of dominating the discussions. No one cares about how your dog Skippy looks like Richard Nixon (unless of course you are using the brief anecdote to illustrate how disgust might be socialized).

If you have any issues or concerns about your participation (or anything else for that matter), please do not hesitate to meet with me.

**Research Questions and Hypotheses.** Each registered student will bring to each class a research question and/or hypothesis related to the readings and theme of the day’s class. Submit these on paper. A research question is phrased more broadly than a hypothesis which specifies direction and has a clear statistical testability. For example, “How does the concordance in styles of emotional expressivity in mothers and fathers within a family affect children’s anxiety?” is a research question whereas “Discrepancy in parental styles of expressivity will be positively associated with anxiety in children” is a hypothesis. We will share and discuss these in each class. The goal is to make connections between readings and real-world behaviour by operationalizing measures and designing study possibilities.

**Final Paper: SSHRC proposal.** This is a proposal for a novel and innovative research design in order to answer a research question based on some aspect of socioemotional development. The final product will be the 6-page Detailed Description as well as the 1-page Summary of Research in plain language required for a SSHRC Standard Research Grant:

[https://webapps.nserc.ca/SSHRC/Instructions-Help/stdinstr\\_e.htm](https://webapps.nserc.ca/SSHRC/Instructions-Help/stdinstr_e.htm)

The final product is due 2 weeks after the last class. Before that, there are three required assignments: (a) submit a *brief* 1-page outline of the proposed project to me (research question, hypotheses, design) so I can provide feedback; (b) give a complete 6-page draft to one other student for feedback by November 23<sup>rd</sup>; and (c) return your feedback within one week, by November 30<sup>th</sup>. These three assignments are not graded. However, failure to submit them on time will result in a 5% reduction on your grade for the final proposal for each late assignment.

Note: feedback is an important part of your training. You need to give critical feedback and gladly receive it. The best approach to giving feedback is to provide critiques and suggestions that are intended to improve the project, in this case to make it more likely that the project will be funded. The best approach for getting feedback is to have a full draft available for your reviewer.

## **Grading**

Participation 30%

Weekly Research Questions and Hypotheses 20%

Final Proposal 50%

## **COURSE SCHEDULE**

### **Class 1 – September 14** **Introduction**

### **Class 2 – September 21** **Emotional Development**

Ekman, P. & Davidson, R. J. (1994). *The Nature of Emotion: Fundamental Questions*. New York: Oxford University Press. Question 11: What develops in Emotional Development?

Sroufe, L. A. (1995). *Emotional Development: The Organization of Emotional Life in the Early Years*. New York: Cambridge University Press. Chapter 4: An Organizational Perspective on the Emergence of Emotions. pp. 55-76.

### **Class 3 – September 28** **Temperament**

Bates, J. E. (2000). Temperament as an emotion construct: Theoretical and practical issues. In M. Lewis & M. Haviland-Jones (Eds.) *Handbook of Emotions (2<sup>nd</sup> Edition)*. New York: The Guilford Press.

Thompson, R. A., Easterbrooks, M. A., & Padilla-Walker, L. M. (2003). Social and emotional development in infancy. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Eds.) *Handbook of Psychology: Volume 6, Developmental Psychology*. Hoboken, NJ: Wiley.

### **Class 4 – October 5** **Attachment**

Sroufe, L. A. (1995). *Emotional Development: The Organization of Emotional Life in the Early Years*. New York: Cambridge University Press. Chapter 10: Attachment: The Dyadic Regulation of Emotion. pp. 172-191.

Thompson, R. A., & Raikes, H. A. (2003). Toward the next quarter-century: Conceptual and methodological challenges for attachment theory. *Development and Psychopathology*, 15, 691-718.

### **Class 5 – October 12** **Emotion Regulation**

Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: methodological challenges and directions for child development research. *Child Development* 75(2), 317-333.

Eisenberg, N., & Spinrad, T. L. (2004). Emotion-related regulation: sharpening the definition. *Child Development* 75(2), 334-339.

Thompson, R. A., Lewis, M. D., & Calkins, S. D. (2008). Reassessing emotion regulation. *Child Development Perspectives*, 2(3), 124-131.

**Class 6 – October 19**  
**Parental Socialization**

Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Parental socialization of emotion. *Psychological Inquiry*, 9(4), 241-273.

*Commentaries:*

Cole, P. M., & Dennis, T. A. (1998). Variations on a theme: Culture and the meaning of socialization practices and child competence. *Psychological Inquiry*, 9(4), 276-278.

Fredrickson, B. L. (1998). Cultivated emotions: Parental socialization of positive emotions and self-conscious emotions. *Psychological Inquiry*, 9(4), 279-281.

Gross, J. J. (1998). Sharpening the focus: Emotion regulation, arousal, and social competence. *Psychological Inquiry*, 9(4), 287-290.

Harris, J. R. (1998). The trouble with assumptions. *Psychological Inquiry*, 9(4), 294-297.

Parke, R. D., & Mc Dowell, D. J. (1998). Toward an expanded model of emotion socialization: New people, new pathways. *Psychological Inquiry*, 9(4), 303-307.

**Class 7 – October 26**  
**Social/Self-conscious Emotions**

Lewis, M., & Sullivan, M. W. (2005). The development of the self-conscious emotions. In A. J. Elliot & C. S. Dweck (Eds.) *Handbook of Competence and Motivation*. New York: The Guilford Press.

Tangney, J. P. (1999). The self-conscious emotions: Shame, guilt, embarrassment, and pride. In Dalglish, & Power, (Ed). *Handbook of cognition and emotion*. (pp. 45-60). New York, NY, US: Wiley.

**Class 8 – November 2**  
**Early Childhood: Peer Relations and Social Competence**

Vandell, D. L., Nenide, L., van Winkle, S. J., (2006). Peer Relationships in Early Childhood. In K. McCartney & D. Phillips (Eds.). *Blackwell Handbook of Early Child Development*. Malden, MA: Blackwell Publishing.

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., & Queenan, P. (2003). Preschool Emotional Competence: Pathway to Social Competence? *Child Development*, 74, 238-256.

**Class 9 – November 9**  
**Middle Childhood: Expanding Social Contexts**

McHale, S. M., Dariotis, J. K., Kauh, T. J. (2003). Social development and social relationships in middle childhood. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Eds.) *Handbook of Psychology: Volume 6, Developmental Psychology*. Hoboken, NJ: Wiley.

Parker, J. G., & Gottman, J. M. (1989). Social and emotional development in a relational context. In T. J. Berndt, & G. W. Ladd (Eds.) *Peer Relationships in Child Development*. New York: Wiley.

### **Class 10 – November 16**

#### **Adolescence**

- Rosenblum, G. D., & Lewis, M. (2003). Emotional development in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence. Blackwell handbooks of developmental psychology*. (pp. 269-289). Malden, MA: Blackwell Publishing.
- Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, *54*, 317-326.

### **Class 11 – November 23**

#### **Cross-Cultural Issues**

- Chen, X., Cen, G., Li, D., & He, Y. (2005). Social Functioning and Adjustment in Chinese Children: The Imprint of Historical Time. *Child Development*, *76*, 182-195.
- Cole, P., & Tamang, B. (1998). Nepali children's ideas about emotional displays in hypothetical challenges. *Developmental Psychology*, *34*, 640-646.

### **Class 12 – November 30**

#### **Macro Developmental Time Scales: Life Span and Evolution**

- Magai, C. (2008). Long-lived Emotions: A Life-course Perspective on Emotional Development. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.) *Handbook of Emotions, Third Edition*. New York: Guilford Press. pp. 376-392.
- Keltner, D., Haidt, J., & Shiota, L. (2006). Social Functionalism and the Evolution of Emotions. In M. Schaller, D. Kenrick, & J. Simpson (Eds.) *Evolution and Social Psychology* pp. 115-142.

### **Papers due December 14**